

THE SCHOOL JOURNAL

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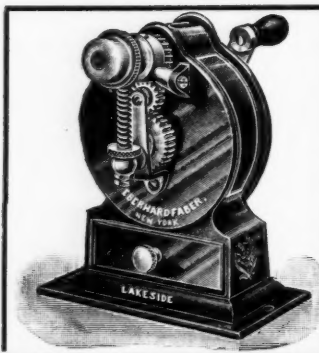
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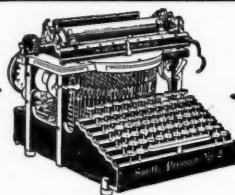
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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For the Week Ending April 15

No. 15

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The School Spirit. II.

By DR. EDWARD W. STITT, District Superintendent of Schools, Borough of Manhattan.

Not less important than the pupils, are the parents as helpful factors in maintaining school pride. They are usually more than willing to co-operate in all that pertains to the good of the school, and often the mere request to assist brings forth the loan of flags, pictures, plants, and so forth. Great care must be taken that you do not seem to value too highly the aid afforded by the more wealthy parents. They will of course have more time, means, and opportunities to help, but in their real desire to assist they will not be surpassed by even the poorest parents. Principals should extend a cordial welcome to all parents to visit the school, not at all times, but at stated periods, unless there is something radically at fault, when they may come at any time. There should not be indiscriminate visiting by the parents, or the work of the classes will suffer. Parents must feel that they have in the principal a firm friend who can always advise them as to the future career of their pupils. They must learn to accept your judgment as being best as regards all matters of grading and promotion, and therefore they will be unwilling to go to school to see you because of any passing whim of their children who may be aggrieved at some fancied injustice on the part of the teacher. Sometimes children carry home alarming tales of what the teacher did, but it is always wise for parents to give the teachers the benefit of every doubt.

The confidence of the parents in you is a splendid advantage to school discipline, and will save your school much friction. Have a care, then, dear principals, that this trust is not abused, and try by constant supervision to prevent the possibility of any injustice towards one of your little ones. It is only certain teachers who may be unfair, and you can lessen the possibility of friction with the parents, by being on the watch against the unjust teachers.

The pupils also need to be watched, as they may often be disposed to carry false tales to their parents. The latter at their clubs, churches, societies, and neighborhood gatherings of various kinds will often exchange experiences, and if you have made faithful effort to be true friends to the parents of your pupils, you will have an avenue of advantage which will lead to the capture of their hearts. Some of the mistakes made by your young teachers will be forgiven if the parents have the proper regard for your fair judicial attitude. My experience as principal and superintendent leads me to believe that many of the complaints by young children arise in their childish fancies, and upon inquiry are not based upon facts. Proper pride in your ability as an executive will help you to straighten out as many complaints as possible without the parents appealing to the board of education or the city superintendent for justice. If your teachers have done wrong, you must be willing to reprove them for their mistakes, but if they have made no error, you must quietly con-

vince the parents that the complaint was unjust.

True courtesy to all parents whether rich or poor will always pay, and the parents will resound your praises in trumpet tones in all portions of the neighborhood. Do you realize that the parents and citizens of your vicinity, do not speak of your school as public school number — —? In fact, they will often not know the number of the school—they speak of it as “Dr. Blank’s school,” or Miss Blank’s school, so that a stranger would believe that you were not simply the principal, but the real owner of the school. Guard very tenderly the proprietary right which our New York mannerism of speaking about schools seems to give.

In small cities, parents refer to their children as going to the Longfellow school, to the Lincoln school, and so forth, but here the good will of the parents connects your name with the school. It is suggested that it is proper that you encourage so much school pride that the parents will be gradually led away from this way of speaking of the school as *your* school, and will rather call it by the number it properly bears. I would therefore suggest that you take every means of keeping the number of your school prominently before the eyes of the parents. At our recent athletic games at 22nd regiment armory, when several thousand people gathered to witness the events, the measures taken by our principals to keep the number of the school in prominence was an effective addition to school spirit.

The above result may be readily accomplished in boys’ schools—and perhaps in a moderate degree in girls’ schools, by adopting a vigorous “school cry” to be used on occasions of special interest. The more college spirit we can bring into our elementary schools, the more interesting will be the school life of our pupils. Several of our schools have adopted school cries, and their explosion in accents keen and strong, were excellent stimulants to the representatives of the schools in the athletic contests. They also serve as a graceful means of expressing appreciation of a visitor’s address at your school exercises. I recently heard a distinguished clergyman, himself a Harvard graduate, heartily congratulate one of our schools upon their stirring “cry,” and express his belief that many college boys could not do any better. Such school cries should only be given on proper signal, and should be led by the principal, some teacher, or a pupil duly accredited and assigned for the purpose.

Even more important than a school-cry for maintaining a good school spirit, is the adoption of some school colors. While some of the older colleges, notably Yale and Harvard, have a single color, most of the other colleges have two colors. It is therefore suggested that *two* colors be selected, and proper regard for their decorative effect should be preserved. At commencement time especially, you may desire to preserve the color tones in your plan of decoration. Those colors which cannot be readily found in cheap material should not be used. In many schools, besides the official school colors,

there are individual class colors. These stimulate class pride, and if properly supervised, can be helpful to school pride. On certain occasions, notably commencement day, and at some of the exercises prior to all national holidays, I would urge that the class colors be omitted, and that as far as possible, all do honor to the school colors. Parents can be encouraged to wear these upon stated occasions, and they will enjoy their initiation into this new phase of school life. The male principals and myself have outlined a plan of school colors to avoid duplication, so that as far as possible, each school in our two districts shall have special colors. I would suggest that in case primary schools shall adopt any school colors, at least one of the colors should be either of the two colors of the grammar department. In that way, a pupil can justly claim allegiance to his two schools. This will make for a high degree of school loyalty, and in his promotion from one department to another, he will not feel that he is sacrificing his allegiance.

Much effective good in accomplishing a splendid school spirit will come by the adoption of a lively school song. The music selected should be one of the well known college songs as "Old Nassau," "Fair Harvard" and the like, and the words should be written by the principal, or one of the teachers or friends of the school. There must be a ringing chorus, and still the general effect of the song, while it is exhilarating, must also be inspiring. At least part of the song must breathe loyalty to the school, and pledge continued allegiance to its fair name. The chorus should contain the number of your school, and be of such a nature that its harmony must appeal to the proper musical standard. All songs written to the air of any of the vanishing popular melodies which pass by in a season or two, are to be avoided. For the boys at least, an air that can be hummed, whistled, or sung without accompaniment, should always be selected, as it will sometimes be necessary to use it in a large armory or in the open air. A number of our schools have excellent school songs, and they contribute greatly to the morale of the school. The selection of an appropriate school song is an important matter, and the principal would do well to have a committee of teachers agree upon the tune and the words as being satisfactory. While a school song may be changed from time to time, a decent regard for tradition would seem to demand that after adoption, the air at least should be preserved, so that old graduates will recognise it as their school song.

A factor of no mean importance in keeping up school spirit, is a school paper. To run one successfully, it is necessary that at least one teacher be willing to devote considerable outside time as managing editor. The board of editors should be selected from the pupils, but the brains of the enterprise must be furnished by an adult. These issues should be made self-supporting, so that there will be no financial burden upon the principal or teachers. Great stimulation to the subject of composition will come by the publication of some of the best compositions of the various classes. In one of our schools such a paper is now in its second year of publication, and has been so ably financed that the journal is now successfully floated, and the income is being used to purchase pictures, flags, etc., for the assembly hall, and for many other excellent uses to advance school pride.

Among the boys' schools, there is no better way to encourage school pride than success at athletics. In this respect our last athletic meet was phenomenally successful. We have also organized a basket-ball league, and a base-ball league, and a generous rivalry among the schools has been devel-

oped. Especially in city schools, so far removed from the green fields of the country, we should arrange proper forms of athletic exercise. In this connection, may I say that I am watching with eager eyes the growing completion of the beautiful 71st regiment armory, almost in the center of our district, which I trust we may be able to secure for the use of our boys on certain afternoons per week. We have only one gymnasium in our two districts, giving of course a special advantage to the pupils of that school, tho the principal has been most generous in allowing his neighbors on both sides to share the building on certain days of the week. By our plan of competition, a trophy of victory was presented to the successful schools, and at present one school is champion at base-ball, another at basket-ball, and another at general athletic exercises. I regret that so far we have been unable to extend these features to the girls' schools, but perhaps later on we may be able to do something in this respect for our girls.

Much can be done to foster school spirit by enlisting the co-operation of well known citizens. A good piece of work in this respect was done by one of our schools two years ago when a delegation of boys was sent to invite the mayor of our city to the commencement exercises. The mayor was greatly impressed by the excellent speech of the little orator who delivered the formal invitation, and accepted the invitation. He came to the exercises, and awakened great enthusiasm by announcing that it was the only school commencement he had attended that year, and warmly complimented the school upon their work. Teachers, parents, and pupils were enthused by the visit, and great good was done in school spirit. In this connection may I narrate a personal incident? When Admiral Dewey captured Manila, the boys of my school were, like all Americans, most enthusiastic over the wonderful victory. On behalf of the thousand boys in my school, I wrote to Admiral Dewey expressing our hearty congratulations, and in due course of time our school received a personal letter from our great naval hero expressing his warmest appreciation of our courtesy, his best wishes for our success, and his hope that each of our boys might attain a successful career. The admiral was at once unanimously elected an honorary member of our school, and the next spring when the squadron returned to New York, Admiral Dewey received a delegation of our boys, one from each class, and personally shook hands with them, and gave them the freedom of the "Olympia." Nothing that was ever done in our school kindled so much enthusiasm and school pride as this tribute of honor which Admiral Dewey paid to our school boys. Such chances will sometimes come, and must be seized at the proper time.

Good plans to encourage school pride may be found in the formation of various kinds of school organizations such as camera clubs, literary societies, alumni organizations, history clubs, checker clubs, school orchestras, walking tour clubs, and the like. For these clubs to be successful, some teacher must act as the leader of each kind of society, and must be willing to give some of his outside time to the purpose. These clubs must not be forced, but their organization must be a gradual growth, receiving always the hearty support of the principal. You must always be the dominant factor in control, tho of course this duty will often be delegated to one of the assistant teachers.

All schools, whether primary or grammar, and whether for boys or girls, can have an effective help towards proper school spirit by the adoption of some school motto. I do not favor the use of any foreign phrase, which shall need interpretation, and shall therefore seem to be not thoroly

American, but would suggest some thought from one of our great writers or statesmen. It should, if possible, train for patriotism as well as for honesty of purpose. It should also be short enough to be easily remembered, and of such a character that constant appeal may be made to it by the principal in urging the pupils to renewed diligence in their school work, or in forming higher ideals of faithful devotion to duty. I suggest as a model, the following sentiment by George Washington:

"Undertake not what you cannot perform, but be careful to keep your promise."



History an Object Lesson.

By MARIE BOHM, Montclair, N. J.

The history of the world is the great gospel for all races and peoples on earth. On its pages men may find object lessons fitted for their special needs. Thoro knowledge of this never-ending record enlarges and widens our conception of humanity. The politician needs it every hour; the statesman constantly takes refuge in this everlasting oracle. Leaders of parties, to whatever color they belong, when in doubt about what line to choose, have only to open this book of wisdom, and similar occurrences will direct their minds to the right choice: Individuals or nations may thus be prevented from taking a one-sided view of other nations,—the best precaution against bloody wars. Young nations especially should eagerly devote themselves to this instructive study. It will spare them the errors of egotism and the consequences of a false point of view and an unjust judgment.

Let us look upon our ancestors with veneration. They went thru the troubles we wish to avoid. Forms and circumstances change, but human desires and struggles remain the same. Take in one hand the Bible and in the other an encyclopedia of modern history and sociology, and you will find the same moral tendencies repeated again and again. We are proud of our high civilization, and of the world's great progress. Indeed we can travel in a few weeks round the world, converse with our sweetheart across the ocean, reproduce the voice of our dead friend. That is all very wonderful and impressive. But let us peep into the hidden corners of our souls, let us investigate the secret motives of our actions; and the moral balance between our long buried forefathers and their highly civilized offspring may not be favorable to us.

The poor savage killed his single foe with an arrow, we murder hundreds and thousands with machine guns. Jacob cheated Laban, his father-in-law, by procuring for himself the best offspring of Laban's flocks. Trusts of the millionaires prevent the single working man from prospering in his own business. Commercial authorities attentively examine their neighbors' tariffs to find an opening for their own profit.

The struggle for existence and self-love is in full glory. The motives of self-love have remained; the power to accomplish results has been multiplied. Fortunately there have lived men in all ages, who tried to uplift humanity to higher ideals. Teaching truth, righteousness, and love for their fellow creatures, they have almost without exception pointed to Divinity as the final judgment of right and wrong.

These men were the saviors of humanity from corruption and decay. As long as their principles could keep nations up to a certain level, feeling for higher ideals kept them well balanced. In their moral tendencies they were sound. They appeared

prominent in history and could invite other men and nations to follow their example.

Neither the study of the Bible nor that of the ancient philosophers, legislators, and historians has the purpose of presenting facts, but of teaching men to distinguish thru given facts their ethical value. The choice of the right or wrong is then left to the individuals.

This is the freedom given by God to men. The Bible as a record of early history is of eminent value. So are the scripts written by wise heathen authors. But all these records belong only to a certain period, and the world does not stand still. New races and nations emerged from unknown parts, replacing the decaying ones. These coming into the foreground of humanity created new and very instructive historical records. To study these new periods is of great importance because they stand nearer to our present conceptions of life than those that preceded and thus present numerous object lessons.

Admitting the necessity of the study of history, the question arises; how should this be done best? I consider that the taste for it should be early laid in the child's mind. Well told (not read) fairy stories with a romantic flavor and a sound moral will awake in the child the desire to learn more of this unknown world. It is very much to be regretted that those ancient nurses, mostly old country women, who had acquired the stories thru tradition and told them to the children by memory, and not from books, are dying out. The Grimm brothers secured their famous stories from such sources. The spoken word is more impressive than the word which is read.

After the child has been admitted into the school, the stories of the Bible and the history or legends of the home country may follow. Meanwhile the pupil should have so far advanced in age and conception as to be able to begin a systematic historical course.

Where shall we begin the course is another question. I hold that mother nature has pointed out the right path for us to pursue. The sun rises in the east. From there he starts his course round the world. In the far east also began the evolution of mankind, and westward, always following the direction of the sun, proceeded civilization in slow but regular steps until it now seems to have come back to the starting point. This course we should also adopt for historical instruction.

The instruction should be carried out like a world's panorama, not like the reports of a statistic office; the latter method would take away the charm of the study. Prominent nations and men of a treated period should be placed in the foreground, the minor ones may illustrate the background until they occupy the rank of the former. Regularly proceeding that way, the pupil, after graduation from a high school, may be provided with a general view of the world's affairs, and be prepared to reason upon ethics, and political and commercial matters with clear understanding. The object lessons received thru historical studies, makes him a good and thoughtful citizen.

History embraces all branches of mental and political evolution. The study of special branches may therefore be left to college and university. The world is growing smaller every year; nations come in contact more than before, and knowledge of languages and history is the means of mutual understanding. Understanding insures peace and peace, welfare. Hence we highly appreciate the popular place history will occupy soon in the curriculum of secondary schools. It is perhaps the most interesting study, and gives the teachers great opportunity to win the hearts of the pupils.

What the People Can Do for School Progress.

Prof. W. S. Sutton, professor of education in the University of Texas, recently read a paper on the public schools, before the Texas Federation of Woman's clubs meeting at Houston.

In pointing out the claims of the public schools on the duty of all good citizens, he drew especial attention to the obligation laid upon the women of Texas. They are not indeed armed with the ballot, but they contribute in no small degree to the creation and development of public opinion. In matters pertaining to the education of the young, they are especially influential, and their influence Professor Sutton considered they should use along the following lines.

The physical conditions under which the children are to spend their school life should be sanitary, comfortable, and attractive. Clean, healthful, beautiful buildings and grounds have desirable effects, not only upon the bodies of children, but also upon their minds and character. The Greeks of old understood this, and by attending to it helped to build up the marvelous civilization of their land. If the women of Texas would endeavor to mold public opinion in every community along this line of high practicality, no school-house in this vast state would longer remain a caricature upon architecture, a structure less inviting than the detention pen for felons.

But the great feature of a school after all is the teacher. He is almost the school. His character should be an uplifting force to all the young minds turned so critically upon him, and he should not only possess the deeper morality of character, but that morality in little things, in externals, which we call manners. He should be not only a good man, but also in the meaning which society attaches to the words, a gentleman.

And he should also possess scholarship. Certainly no one can teach who does not himself know. It is a safe rule that the teacher be at least four years in advance of the pupils he is to teach. Thus all high school teachers should possess a college education or its equivalent. The truly qualified teacher is also one who is familiar with the problems of his profession and vitally interested in them. He therefore is read in the literature of teaching and follows it as it daily grows. At least a portion of every summer he spends in deepening his preparation. His salary may be small; but he wisely invests a portion of it in order that he may become a larger man, feeling assured that large salaries are never found hunting small men. Alone all, he relies upon his own qualifications to secure and retain his position, scorning political influence, or the favor of a religious denomination, or the ties of consanguinity or affinity as any real man naturally does. The women of the Texas Federation should continually be endeavoring to arouse and maintain in their communities a vigorous sentiment in behalf of selecting and continuing teachers upon the basis of merit and merit alone.

The superintendent of schools should have the qualifications of the teacher and more also, for he is a teacher of teachers. Nothing in a community can exceed in public interest the system of schools. The head of that system should devote himself exclusively to them. It is enough for the brain of any one man, for he invariably gives a tone to the organization of which he is the head, and propagates rapidly either weakness or strength. To no officer of the commonwealth does it behoove the women of a neighborhood to give more intelligent concern.

The members of the board of trustees in each

school district should be composed of intelligent, patriotic, and prudent men. The law forbids to them a salary. It is supposed by the state that capable and honorable men will feel honored to do what they can to build up the commonwealth's firmest support. It is also the theory of the state that the trustees shall be such in fact as well as in name. If the trustees of a deceased person prove recreant to their trust, they are adequately punished by the law. It is moreover held especially disreputable by public opinion for a man to be dishonest, or even careless, in the management of the property interests of others committed to his care. What therefore shall be said of the dishonesty or carelessness of one who is a trustee of the prosperity and happiness of the next generation? One of the greatest rights of every child is that he is entitled to the best possible instruction obtainable. The selection of the teacher who is to give that instruction is in the hands of the trustee who has taken an oath that he will properly administer the trust reposed in him. A trustee mindful of the obligations of his oath, said Professor Sutton, would not favor the system of the spoilsman, but would adopt the policy recommended in his report to his school trustees by Supt. S. M. N. Marrs of Terrell, Texas.

Superintendent Marrs referred to the oft-repeated sentiment, "Other things being equal, I believe in employing our own graduates to teach in our schools," as a sentiment which he heartily approved, provided other things were really equal. Are teachers of many years' experience, holding college or normal school diplomas, or life certificates, who have been successful in their work, when they make applications for positions in our schools, to be considered as only equal to our graduates with a few months' experience, and holding second-grade county certificates, or possibly even first-grade ones? "So long as you fail to demand of your home teachers the same preparation you require of those from a distance, you contribute," said Superintendent Marrs, "to their negligence in this respect, and instead of your leniency being a kindness, it becomes a real injury."

There is but one single question for the trustee to ask if he wishes to fulfil the obligations of his position, and that is always, "What action is demanded by the best interests of the children?" To answer this correctly requires a higher degree of intelligence than some people imagine, and a higher degree of honesty than some men have inherited or attained.

It stands to reason, from what has been said, that the board of trustees should be divorced from partisan politics. The school is an institution in whose blessings the children of people of all shades of political belief have a right to share. It is the only institution upon which all parties can certainly unite. It would be unrighteous and un-American to conduct such an institution along narrow political lines. In Texas, school affairs have been managed with singular freedom from corruption and debauchery. The really vicious ultra-partisan management of educational interests is rare in this state, but it behooves every Texan to help fix as an immovable foundation the doctrine that the schools of the state shall be run for the benefit of our children, and for their benefit alone.

In the work of quickening and strengthening public opinion in behalf of the proper administration of the public school, Professor Sutton thought that the Texas Federation of Woman's clubs could render inestimable service. Public

interest is needed. The club women have ways and means of keeping interest in educational questions vigorously alive. Let the mothers' club be supplanted in every school district by the organization of an educational association to include men as well as women, which would co-operate with teachers, principals, superintendents and

school trustees in strengthening public opinion in behalf of better schools and better school facilities; which would study the conditions necessary to genuine progress, and would assist generously and sanely in devising plans, and when proper, in executing plans to insure those conditions.

Distribution of School Supplies in a Large City. II.

Memorandum *re* General Depository for the New York City Department of Education. Presented to the Board of Education March 22, 1905.

Demands of Depository.

The volume of supplies that will have to be delivered in 1905 will be of such magnitude that it will be necessary to keep from twelve to fourteen trucks moving each day. This means sending out thirty to forty tons of supplies every day, and at the same time taking in about an equal quantity. In other words, we handle about an average of seventy tons of supplies each day thru the depository. This must be handled systematically, the more so as the contractors are compelled to deliver in small quantities because the quantity actually required cannot be taken in until some other portion has been sent out. As an illustration, the quantity of pads and drawing paper used alone represents about 600,000 dozens, or, a weight of about 3,000,000 pounds, and simply to deliver these to the schools requires three trucks each day. This shows the enormous quantity of material to be handled and the necessity for proper facilities.

Your committee caused the text book list to be reduced from 7,000 numbers in 1901 to 3,500 numbers in 1904, and also caused a reduction in the number of the items on other lists, but notwithstanding this condensation the lists printed in 1904 contain 16,000 different items. This is exclusive of numerous items known as "Non-Contract," which represent supplies necessary for the general offices and for special branches in the schools which are bought on estimate. Of the 16,000 items that appeared on our official lists, less than 1,500 passed thru the bureau of supplies in 1904. 3,500 of the remainder represent text books, which, because of limited facilities for handling in 1904, were sent direct from publishers to schools. We will be able to send 6,000 items thru the bureau of supplies during the year 1905 by using both the depository in 68th street and the basement in 59th street, but many thousands of items, costing about \$300,000, must be delivered thru other channels, because we have not the facilities for handling them.

To handle janitors' supplies intelligently requires 10,000 square feet alone.

Saving by Proper Depository Quarters.

A. Supplies known as chemicals, apparatus, etc., for use in the high schools and also in the higher grades of the elementary schools, represent an expenditure in round figures of about \$60,000 to \$70,000 per annum, which we have hitherto been compelled to take from dealers in New York. All supplies, whether books or apparatus, under this heading, may be imported duty free. As this duty represents from 40 to 60 per cent. of the purchase price of the article, and a fair average would be about 50 per cent., it is obvious that if we had proper floor space set aside for these goods, we could place orders in advance of requirements, have them stored, deliver them as we do other supplies, and effect a great saving. Handled thru the depositories we could give them the supervision given to other materials. At the present time, they are delivered direct, and we are not in

a position to determine positively whether we are getting what we pay for or not. These chemicals and apparatus could be best handled by having a separate department for this purpose, with a capable chemist at the head, at say eighteen hundred or two thousand dollars a year, since being purchased on an analysis basis these supplies must be tested as up to standard when received. The services of a chemist are needed even now, it having been found necessary frequently in the past year to have articles analyzed, in order to determine whether goods were strictly in accordance with contract. We have also sought to have coal analyzed in the city of New York, but could not do it. A short time since, desiring to test a disinfectant to determine agreement with analysis stated in contract, we finally were compelled to accept it without definite analysis, after waiting months for the action of the chemist of the board of health. These things in themselves may seem small, but they are essential to the proper running of the bureau.

B. Publishers, agents, and contractors aver positively that if the depository could handle material in larger quantities, the prices would be lower. Several contractors who handle general supplies also state that if we could take large quantities of pads, paper, ink, etc., from them at one time, instead of small quantities as at present, they could and would cut down their prices. Their statements support our conviction that if we can get a proper depository it would pay for itself within a short space of time. As Superintendent Jones tersely expresses it, "I would almost be willing to cut down the total appropriation for supplies four to five per cent. the year that we get the depository."

Under present conditions, contractors cannot at all times have supplies ready and waiting, with the result that many shortages occur, due requisitions must be made out, and there ensues a loss in both labor and time in properly filling requisitions. With adequate facilities a complete stock could be kept on hand, and supplies would be delivered according to requisitions, which would mean not alone that we would be serving the schools better, but that much clerical labor would be saved in the delivery division as well as the bookkeeping division. At present we are compelled to tabulate the material as the requisitions come in, so as to determine how much to order in from contractor to meet requirements. All this would be done away with if we carried a six months' stock, and a very large amount of clerical service made available in other directions.

Because of centralization the prices received for general supplies this year are lower for exactly the same classes of supplies than last year. We attribute this solely to the fact that contractors have to deliver the supplies to but one borough, and that they are able to deliver more judiciously.

The estimated saving for the coming year will represent about \$30,000 on general supplies alone. Equipped with such facilities for handling and

storing supplies that we can assure contractors that we will take supplies from in definite and larger quantities, a saving on general supplies of about \$35,000 a year can probably be effected, since contractors can then deliver the supplies direct from the manufacturer and not be forced to store same until it suits our convenience to take them.

C. It has never been possible under existing conditions, to handle the library books thru the depository, but we are compelled, at the present time, to deliver library books direct, and must continue to do so until we get a proper depository, altho at a considerable loss to the department. There is no question that a very marked improvement of service and reduction of cost to the extent of \$15,000 to \$20,000 will be effected by transferring this to a general depository.

D. It has never been possible to store and repair the vacation school supplies in the depositories. These supplies were, prior to this year, scattered all over the entire system, which no doubt meant a great loss to the department of education, because these supplies were not under the jurisdiction of any responsible person. An effort has been made this year in this direction by having them stored in the Brooklyn depository, altho, as matters are at present, this building is not large enough to hold all these supplies, but by the time we have assorted and arranged them we may be able to get the surplus stock, at present stored in the borough of Manhattan, into it.

This will result in saving many thousands of dollars in 1905, by the better care of the property, by a definite knowledge of what is available, and also by making part of it available for the use of elementary schools during the regular terms.

Repairing Old Text-Books.

E. With proper facilities, it would be possible to collect during the vacation season thousands of books that need only to be repaired or rebound to be rendered fit for further service. The work could be done at very little cost, and the books returned to the schools before the September opening. This in itself would mean a saving of thousands of dollars.

Delivery System.

In the past (and it will endure so long as the contract system is continued and imperfect depository facilities exist) the service in connection with the delivery of supplies, has been anything but satisfactory, and we have come to the conclusion, after years of experience, that the department should have its own delivery wagons.

The initial cost of this and its maintenance would undoubtedly be more expensive than by the contract system, but the saving in efficiency would be very great, and we are of the opinion that a considerable quantity of material would likewise be saved to the department, the conditions at present making it practically impossible, except at a large clerical expense, to prevent leakage thru pilfering or accidental displacement while in the hands of the contractor.

At the present time responsibility is divided; supplies are checked and double checked before being packed in baskets, and when baskets reach the schools some things are missing. The truckman says he did not see them put into the baskets, and our people say they were there. We cannot prove that the truckman took them, and so the matter rests.

Recommendation.

It is the desire of this committee that the question of providing for the receipt, storage, and delivery of supplies by adequate space and suitable equipment be placed on a broad basis at the earliest date possible. This can only be effected by

the construction of a proper depository building in which provision is made not only for present needs but for a long time to come. It will take between two and three years to secure site and erect building, and no time should be lost in the initial work.

For the new depository we make the following specifications:

First—Must be of fireproof construction, and capable of carrying unlimited floor loads on each floor. By unlimited we mean capacity to store any kind of supply material solid from floor to ceiling over any part or the entire floor area.

Second—Must provide storage quarters for at least six months' stock of all current items, such as pads, drawing and writing paper, pens, pencils, etc., etc.; one year's supply of text-books and library books, and six months' supply of janitors' materials.

Third—Must provide ample space at one end of ground floor for receiving from trucks, trolley, or in carloads, all classes of material; for their unpacking and comparison with standards, and the testing, checking, and other verification processes prior to storage, and at the other end of ground floor for the assembling, packing, and loading into trunks, trolley cars, or other conveyances. Each division to have separate freight elevators, scales, spaces for packing materials, baskets, etc., etc., in addition to the loading floor on which the wagons, cars, etc., are operated.

Fourth—Must provide space for a complete line of standard samples, to permit of quick and accurate comparison with incoming articles, and with space for rejected materials, or materials over which there is any dispute as to grade etc.

Fifth—Providing for the storage, handling, and repair of vacation school and playground supplies.

Sixth—Providing for the receipt, sorting, and re-issue of partly-worn books, etc. (now a dead loss to the department.)

Seventh—To provide quarters for our own teams or auto trucks and a repair shop for same.

Eighth—To provide quarters for the entire clerical staff of the bureau of supplies with separate entrance, elevator, and stairways away from either the receiving or delivery work.

Ninth—These requirements indicate a building approximately 200 feet square, built about interior courts, to secure light and air from all sides; four stories high above street or loading floor, yielding about 150,000 square feet of storage space, in addition to office quarters. The fittings to be of steel and glass thruout. Estimated cost of land and building, the latter being of what is known as mill construction, \$500,000. We plan to have the new depository centrally located, contiguous to bridge, ferry, and railroad, so that the various boroughs are easily accessible, and the handling of supplies greatly simplified.

Your committee, if supported in the manner here indicated, is confident that a few years will perfect a system that will require proportionately less clerical service than anything hitherto known, with far better results and at reduced per capita cost.

Another very important matter is that the head of department cannot produce the best results when his force is divided. With the entire bureau of supplies located under one roof, we know the superintendent will produce far better results than he can at the present time.

SAMUEL M. DIX,
RICHARD B. ALDCROFTT, JR.,
NICHOLAS J. BARRETT,
M. DWIGHT COLLIER,
FRANK H. PARTRIDGE,
GEORGE E. PAYNE,
FRANK D. WILSEY.

Committee on
Supplies.

The Marthas Vineyard Summer Institute.

A BRIEF SKETCH OF ITS ESTABLISHMENT, ITS PROGRESS, ITS SCOPE, AND ITS CONDITIONS.

By William A. Mowry, Ph.D., President of the Institute.

The Marthas Vineyard Summer institute is the oldest of all summer schools for teachers. Its growth and the broadening of its work has been phenomenal. It began, when there were no summer schools for teachers in the country, with a few ardent and enthusiastic instructors, mostly from Boston, and a small number of equally ardent and enthusiastic pupils, who wished to push forward their studies in special directions. The number of both teachers and pupils has largely increased, and the enthusiasm has apparently kept pace with the growth in numbers, while the courses of study have broadened greatly.



William A. Mowry.

Dr. E. E. White in his paper at Asbury Park several years ago before the N. E. A., said:—"Summer schools as now organized, include three classes: 1. Schools that teach Special Branches of Knowledge; 2. Schools that teach the Arts; 3. Schools that teach Pedagogy."

The Marthas Vineyard Summer institute embraces all three of these classes. It has its art studies, its academic branches, and its school of methods.

It has been said that "rusting is not resting." A change of scene, of circumstances, and of the daily routine, with a proper proportion of time devoted to rest and recreation, and some hours each day given to lectures and class work, will, generally, prove a more thoro rest than absolute and unbroken quiet, sleep, and stagnation of all mental and physical powers.

We may well imagine that thoughts like these inspired the founders of the Marthas Vineyard Summer institute. The originator of the enterprise was Col. Homer B. Sprague, Ph. D., at that time head master of the Girls' high school in Boston. It was his fertile brain, his energy, and his patient labor, thru a series of years that laid the plans, and put them in successful operation. He

tations could be conducted in the same hour. The amount of foresight, faith, patient thought, and persistent labor, required to originate and carry forward to successful completion so broad and so far-reaching a scheme as this can scarcely be realized by those who have not personally been engaged in kindred enterprises.

The school was started in the summer of 1878. The place selected for it was Cottage City. Its location "out in the Atlantic ocean" surrounded by the restless waves and fanned by cool breezes even in a July mid-day, leaves nothing to be desired.

The quaint little doll city near at hand, with its



Ocean Park.

cottages, oaks, and camp-grounds, with its stores, curiosity shops, and amusements, gives the whole place an air of unique originality. But its miles of concrete road for bicycling, its elegant bathing beaches, its air of rest and recreation are after all, its greatest attractions.

It had at its first session seventy-five or eighty pupils. Its first and largest building, called in honor of that distinguished naturalist, who first established a summer school on Penekese island, "Agassiz Hall," was built in 1882, and first occupied for the session of that year. Col. Sprague had at that time resigned the presidency and gone to Europe.

Col. Sprague had served as president for five years, from 1878 to 1882. He was succeeded by Dr. William J. Rolfe, the well-known Shakespearean scholar, who held the office from 1882 to 1887. The present president succeeded him and has now served the institute for nineteen years.

The building of a large, commodious and substantial edifice for the exclusive use of the institute was a great work. The burden of this enterprise fell upon Prof. Benjamin W. Putnam, who for many years was the clerk and general manager. The energy, zeal, and loyal devotion to the upbuilding of this school which he displayed were as heroic as they were unusual. Instant in season and out of season, in summer and in winter, year after year, he refused to be thwarted, and was determined that the building should become an accomplished fact. He succeeded and remained for a series of years afterwards the agent and business manager, and all the time carried on his classes in drawing, each year.

At the session of 1887 I had my first experience in a summer school. I entertained a strong prejudice against this class of institutions. I had felt



Institute Buildings.

first selected the place, interested others in the scheme, put the plan in operation, and carried the institution forward till it was incorporated under the laws of the Commonwealth of Massachusetts, became one of the permanent educational institutions of the Old Bay state, and secured a fine building, adequate for the purpose, where sixteen reci-

that if one wished to become a teacher he had better attend a good normal school for two or three years, and that a few weeks of study in the heat of summer was too superficial to be of any real service whatever. It is true that I had seen and experienced the best results from teachers' institutes, but I had not thought that these summer schools were better than the best institutes, and that they were of far greater value, inasmuch as those were generally held for two or three days, or at the most for a week, while in this the attention of the earnest young teachers was held by the best instructors, the wisest specialists, for five weeks under the most favorable circumstances.

I went therefore, to the Vineyard in July 1886, to give a course of lectures upon American History, with the full expectation that that would be both the beginning and the end of my connection with summer schools. I had no intention of going again.

I was surprised, therefore, to find on the one hand a class of very earnest young teachers, thirsting for both knowledge and wisdom, and on the other hand a faculty composed of some of the best teaching material we had in the country. I found Prof. Putnam, the indefatigable business manager and Miss Watson, a skillful artist in sketching from nature, with their classes of earnest pupils in drawing; Prof. Burgess of Washington, a fine scholar and an accomplished botanist; Prof. Cady of New York in the commercial department, genial, affable, born to teach, skillful and apt in anything that he attempted; Prof. Sawyer in chemistry and electricity; Alexander Guillet of Cleveland, Ohio, in French; Prof. Blachstein of Boston in German; Prof. Turner of Illinois in geology; Miss Lucy Wheelock of Boston in kindergarten; Prof. John C. Rolf in Latin and Greek; Prof. Jenkins in mathematics; Dr. John D. King, one of the best microscopists in the country; and Miss Drury, late of Wellesley, accurate and expert; Prof. Daniel, the treasurer of the institute, with his large class in vocal music; Dr. Wm. H. Payne, then of Michigan university, as accomplished a scholar and teacher of psychology as one could find anywhere; Prof. Russell of New Jersey, the genial, whole hearted friend who captivated everybody; Prof. Dwight, the expert in zoology, whose character, scholarship, and aptness to teach, each claimed the supremacy; and there were others, but I am now writing from memory and these men and women impressed themselves upon my recollection so that I could never forget them.

With a bright and apt class of minds for pupils, these great teachers did good work, work which

could not but commend itself to any observer. I was a convert to summer schools, if this was a fair sample. I was elected president of the institute that year, and have served it to the best of my ability for nineteen years.

Financially the institute was not, at that time, on a good basis. At the close of the session it was in debt for running expenses of that and previous years, to the amount of about \$2,300. A subscrip-



Cottage City Recreation Grounds.

tion paper was circulated among the faculty and some other persons, and about \$1,200 was raised toward paying this debt. (Let me say here, in passing, that the entire debt was paid off from the extra earnings of the institute during the next three years, 1888-90 inclusive.)

The depressed feeling was so great that two of the former directors, who had stood squarely by the institute at all times, saw no chance for its recuperation, and resigned their positions as directors and corporators. There was, however, a general disposition on the part of the directors, faculty, and all concerned to make a vigorous effort to put the institution upon a strong and efficient basis. A revised system of management was effected in 1888, and new features of importance were added to the school. The most prominent new feature was a "School of Methods," which fortunately I was able to place under the direction of Mr. A. W. Edson, then agent of the Massachusetts board of education. This department has every year since held a session of three or four weeks, with a dozen or fifteen eminent educators in *Methods of Instruction* in the ordinary branches of our common schools. These subjects were as follows: Arithmetic, blackboard sketching, drawing, geography, history, kindergarten, language, physiology, natural science, pedagogy, psychology, penmanship, physical exercises, school management, and vocal music.

Another important addition made to the courses of instruction was the placing of the special department of elocution and oratory under the direction of Dr. C. Wesley Emerson of Boston. The courses and the instructors this year numbered half a dozen or more in excess of the previous year. In 1887 there were less than one hundred and fifty pupils, while the next year the number was nearly two hundred and fifty, and subsequent years more than doubled this number.

In 1890 the institute added a dormitory to its other accommodations. A cafe building had been built with well equipped kitchen and dining room, several years before. These two additions to the comfort and convenience of the students, have proved of great benefit to the school.

In 1891 the directors made important improvements to the property of the institute. A large addition (25x25 ft.) to the kitchen was built, the cafe was clapboarded, all the buildings—now five in number—were thoroughly painted and put in good order, and the unsightly gravel bank on the south side of the institute was graded and sown with oats and grass seed. Altogether during the five



South Beach.

years between 1889 and 1894 about \$5,000 had been expended upon the property of the institute, nearly all of which was paid from the extra earnings. It should be borne in mind that all the receipts from tuition are used to pay the current expenses and the instructors. Not a dollar of tuition money has been appropriated to these permanent improvements.

Year by year the school has enlarged its plan of work and increased the attendance. The growth of its facilities has kept pace with the increase of numbers. The quality of the teachers present has improved as noticeably. In 1888 the average annual salary of the teachers in attendance was a little under \$400. Since then the number of teachers receiving a small salary has regularly increased, but we are now having also a large number of those in the higher grades of the work, e. g., teachers and principals of high schools, training schools, normal schools, and academies, professors in colleges, and superintendents of schools. The result has been that the average annual salary has constantly increased so that in the year 1894 it was over \$700, and in 1904 it was above \$900. The range was from \$167 a year—the lowest—to \$3,000 and in one case \$6,000—the highest.

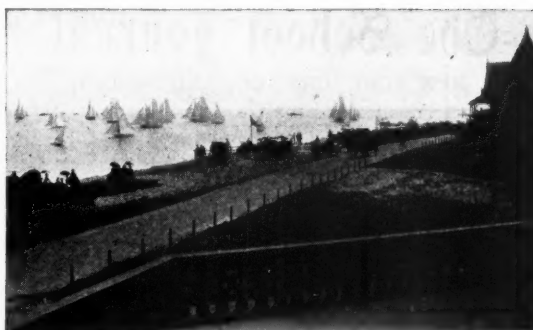
During the year 1894 the directors added a new and commodious auditorium, a building 50x65 feet in dimensions, with basement rooms for class purposes. This has proved of very great convenience, as hitherto we were obliged to hold our largest gatherings (sometimes with 500 present) in a hall only 35x40 in size. This was totally inadequate, and the necessity for larger accommodations was imperative. In 1894 more than seven hundred teachers were in attendance, representing thirty-five states and countries.

Ten years ago it was evident that the Marthas Vineyard Summer institute was the leading summer school in the country. The officers and directors have every year since that date put forth every effort so to elevate the character of the instruction and so to broaden the scope of the work as to keep this school in advance of all others. The num-



Bathing Beach.

ber of summer schools has constantly increased, but a large number of the best teachers from every state in the Union and from the British provinces annually make their pilgrimages to Marthas Vineyard for their summer vacation. The location is also largely favorable to the school. Cottage City is near the eastern end of the island of Marthas Vineyard. It is six miles from Wood's Hole on the main land. Its climate is delightful, the temperature averaging about ten degrees lower than on the main land. The nights are always cool and comfortable during the entire sum-



The New York Yacht Club.

mer. Cottage City has from thirty to forty miles of concrete roads which makes it a very paradise for bicycles; Sailboats are always ready, a short distance from the institute, to take out parties at small expense. The bathing beach, only two minutes walk from Agassiz hall is one of the best on the Atlantic coast. The water in July and August is always about 68° to 70° temperature. The rise and fall of the tide is only twenty inches, so that bathing is good at all hours of the day. The classes are suspended every day from 11.30 a. m. till 2.00 p. m., for bathing and the dinner hour.

The program for 1905 is as follows: Session begins Tuesday, July 11, and the courses continue three, four, and five weeks. The *Academic Departments* include the following:

Civil Government—William A. Mowry, Ph. D.

Drawing—Asa G. Randall, Director of Manual Arts, Fitchburg.

Elocution and Oratory—Henry L. Southwick and Charles W. Kidder, Emerson College of Oratory, Boston.

English Literature—A. Franklin Ross, High School, Brooklyn, N. Y.

Shakespeare—Dean Southwick, Emerson College of Oratory.

French—Prof. Baptiste Meras, Stern School of Languages, New York city.

German—Prof. Menco Stern, of the same school.

Geography—Supt. George H. Whitchee, Berlin, N. H.

History—Dr. Mowry.

Latin and Greek—Prof. Arthur B. Joy, Fitchburg high school.

Manual Training—Prof. John Messenger, Jr., Fitchburg high school.

Nature Study—Profs. Clarence M. Weed of the Lowell normal school, and William H. Dudley of the State normal school, Wisconsin.

Physical Training—Miss Frances H. Flagler, Adelphi college, Brooklyn.

Pedagogy and School Management—William N. Hailmann, Ph. D., of the Chicago normal school.

The *Methods Department* includes the following:

Arithmetic—Supt. Whitchee.

Civil Government—Dr. Mowry.

Geography—Supt. Whitchee.

History of the United States—Dr. Mowry.

Kindergarten—Misses Harvey and Roethgen of the Adelphi college, Brooklyn.

Language and Grammar—Dr. Hailmann.

Nature Study—Profs. Weed and Dudley.

Penmanship—Miss Eva L. Miller, supervisor penmanship, Newton, Mass.

Physical Training—Miss Flagler.

Primary Teaching—Miss Margaret McCloskey, supervisor, Newark, N. J.

School Management—Supt. Joseph G. Edgerly, Fitchburg, Mass.

For further information, and for full 64 page circular, application should be made to the president, Dr. William A. Mowry, Hyde Park, Massachusetts.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending April 15, 1905.

Not the least of the many commendable moves made by the Male Teachers' Association of New York is the insistence that the teachers of the city are in honor bound not to take any undue advantage of the liberal provisions of the Davis salary law. Professionalism is in the balance. The teachers cannot afford to use sharp legal tricks for enlarging their claims on the public treasury.

Of still greater importance is the Association's recommendation that the powers of the principals should be increased. It is perfectly in the right in the position that centralized supervision and control can become effective only by holding the principal responsible for results and leaving the rest to his best judgment. Every school should represent a self-governing organism. The Association's recommendation is in full harmony with this fundamental proposition. Let the good work go on.

Fads and Frills.

It is considerably more than a century since "fads" were introduced into the primary school. The history of education tells us that Jean Frederic Oberlin, a clergyman whose parish was some thirty miles southeast of Strasburg, found that the children of the village attended a school kept by a bed-ridden old man who could neither read nor write, and was moved to attempt some innovations. Beginning about 1767 he had some spacious, airy rooms provided and employed some young women to watch over the primary children. Amusement had a large part in the scheme. They were taught to *spin, knit, and sew*. Natural history was taught by means of pictures; attention was given to drawing; when maps were drawn they were colored. The children were taken on walks and the flowers sought that had been talked about. The parents were encouraged to give them ground for gardens where they planted flowers.

The introduction of these "fads" attracted the attention of the thoughtful; visitors came from all parts of France and from foreign countries in order to study the effects and methods of this new departure. They found that Oberlin had arrived at some settled principles, among them: (1) that education is not synonymous with instruction; (2) that the cultivation of good habits (obedience, truthfulness, courtesy, kindness, neatness) was most important; (3) that they be instructed in the elements of reading, writing, and arithmetic; (4) also to know about the world about them (animals, plants, minerals); (5) also to understand some of the common arts of life (sewing, knitting, spinning, care of plants).

Of course there was a vast number there who opposed the introduction of anything beyond the three R's; that class exists to-day. It is about twenty-five years since a mayor of the city of New York declared the kindergarten a "humbug" because the children were not taught to read and spell. "What do children go to school for if not to learn these things?" he indignantly cried. What indeed! Oberlin, a philanthropic and wise clergyman, laboring for fifty-nine years in one of the poorest parishes of Europe (called by the Germans a "valley of stones"), had come to the conclusion that children should receive something more than instruction in the three R's.

In the legislature it has been stated that certain

teachers in the New York city schools are opposed to teaching the "fads" of manual training on the ground that they have no time for the three R's. Such a matter cannot be argued out in the legislature. The proper thing would be for those teachers to debate the matter right here in the city, just as the Democrats and Republicans debate tariff and free trade. Mr. Tompkins is not sufficiently posted concerning the course of study. There surely are teachers, both men and women, who could present the opposing arguments and the public would listen to them most attentively. If the notion originating with Oberlin in Banla Roche, that to learn the three R's is only one of the things for which children go to school, is delusive, they should be able to point it out.

There is a suspicion that this attack on the "fads" (to which for the sake of neat alliteration the word "frills" has been lately joined) is really an attack on Superintendent Maxwell, as tho he were the inventor of them. Many changes have been introduced since Mr. Maxwell became superintendent, that is true; and any thoughtful observer could not but hope the time would come when the barnacles would be scraped off the good ship of education and she be put in trim for a voyage, with children to be trained as children might be to live more joyful and successful lives than their parents had before them. It could not be otherwise than that there should be sighing for the good old "trustee days." But the "strenuous days" have come; changes have been made, and more will come.

A most excellent feature in Superintendent Maxwell is his courage. Heretofore the official has hesitated about making needed changes fearing the effect upon his re-election; but this does not count with Superintendent Maxwell. The board of education know that he is splendid timber as a target for the "elderly set" who look back with longing to the good old days when the kindergarten, authors' days, nature study, manual training, vacation schools, etc., were merely terms used in THE JOURNAL and the supposition was never indulged of their becoming realities.

Why should not those who oppose the "fads" hold a meeting in Cooper Union and set forth the grounds of their opposition? To put on Mr. Tompkins the task of representing them is wholly wrong. He will instead damage their cause; it needs some one who understands the matter thoroly and practically. The idea of a public meeting to protest against the "fads" is earnestly recommended.

Mr. Carnegie and the Small College.

The friends of the small colleges are rejoicing over the news that Mr. Carnegie has resolved to scatter a few of his millions in their direction.

"In my assistance to colleges," says Mr. Carnegie, "I am endeavoring to apply the same business principles which have enabled me to put myself in a position to do what I am doing. I have no intention of encouraging small colleges, nor large ones for that matter, to expand beyond their visible resources. It would do them more harm than good in most instances to place at their disposal considerable sums of money to be employed in any way which might gratify the immediate views of their trustees and faculty.

"I must be assured, in the first instance, that there exists a pressing need which cannot be met by the resources at the command of the trustees. I must then be assured that the enterprise is one which has a reason for being, which is managed wisely and conservatively, and which has a reasonable chance of becoming self-sustaining."

The president or representative making application for money is given a blank on which are printed the following questions: The name of the college, its location, date of foundation, if denominational the sect that supports and controls it, and if not, the nature of its support; the cost and value of college grounds, buildings, and educational plant; the amount of general endowment, the annual running expenses and from what sources this amount is derived, what library facilities the college has, what provision exists for maintaining them, and how much money has been spent for that purpose annually during the past four years, and, in case the college has no library building of its own, if there are any permanent and assured sources of income to secure its maintenance, and what amount can be guaranteed for that purpose by the college trustees in case a library building should be provided.

Here is a list of colleges that have been helped thus far by Mr. Carnegie:

Pennsylvania State college,	\$150,000
Upper Iowa university,	25,000
Oklahoma university,	30,000
Iowa college,	50,000
Tuskegee institute,	20,000
Beloit college,	50,000
Cornell college,	50,000
Mount Holyoke college,	50,000
Yankton college,	15,000
Talladega college,	15,000
N. C. State Normal and Industrial,	18,868
Lebanon Valley college,	20,000
Wilberforce university,	15,000
Bucknell university,	30,000
Berea college,	30,000
Agricultural and Mech. college,	12,000
Winthrop Normal and Ind. college,	30,000
Washburn college,	40,000
Converse college,	10,000
Benedict college,	6,000
Park college,	15,000
Atlanta university,	25,000
Tufts college,	100,000
Lawrence university,	50,000
Marietta college,	40,000
Oberlin college,	125,000
Fairmount college,	40,000
University of Maine,	50,000
Bethany college,	20,000
North Dakota Agricultural college,	15,000
Simpson college,	10,000
Carson & Newman college,	10,000
Central University of Kentucky,	30,000
Earlham college,	30,000
Fessenden academy,	5,000
Fisk university,	20,000
Furman university,	15,000
State Normal school,	10,000
Heidelberg university,	25,000
Juniata college,	15,000
Livingstone college,	12,500
Pomona college,	40,000
Syracuse university,	150,000
University of Mississippi,	25,000
University of Tennessee,	40,000
Washington and Lee university,	50,000
De Pauw university,	50,000
University of North Carolina,	50,000
Alabama Polytechnic institute,	30,000
Drake university,	50,000
St. John's college,	16,700
Libraries,	2,000,000
Building, endowments, etc.,	4,500,000

There are forty or fifty more applications which will be acted upon before Mr. Carnegie goes abroad for the summer.

Preparation of Teachers in New York State.

The result of the impact of the Pestalozzian wave on the American shores was to produce in the minds of thoughtful persons the conclusion that everyone undertaking the care of children should have given the matter much investigation and study. The common idea that prevailed was that anyone who could read could teach reading, and so on. But besides this mistaken idea there was the selfish one that the \$75 or \$100 to be expended by the school district should pass into the hands of some farmer's son who wanted a "start in life." Having learned to read and spell and cipher, possibly to parse, he would migrate, after the farm work was done, to a district a few miles from home and obtain the charge of a school. Generally he taught but one term; it was the money he was after.

With the founding of the normal school a new ideal was presented; the graduate had investigated and studied education, and had decided to make teaching a life pursuit. The teachers' institutes, too, aided, in the distribution of better ideas, so that the opposition to the expenditure of \$10,000 for a normal school gave way, and gradually other schools were founded until now the state has twelve, each costing about \$30,000 annually; while some of the cities have normal schools of their own. No one now objects to the appropriation for professional preparation; the district school officials strive to obtain the graduates of the normal schools; the only complaint is that there are not enough of them.

But besides the normal schools other agencies have been at work to enhance in the eyes of those who would teach the importance of understanding the nature of the children. We can only refer here to the enlightened efforts of Andrew S. Draper, who was elected superintendent in 1886. He saw that the school commissioners (elected in most cases as a reward for political services), could hardly help administer their offices with popularity and the hope of re-election, or a still higher perch on the political ladder in steady view. Then, too, a body composed of over one hundred men would have different views concerning the fitness of a man to be a teacher.

Superintendent Draper not only saw what his predecessors had seen, but he resolved to remove defects they had deemed insurmountable. It had been pointed out, among other things, that certificates were given to persons upon request from influential friends; that certificates of the lowest grade were renewed year after year, often given in the first instance upon the slightest examination; that applicants for certificates in districts where the commission was at all strict would go to one reputed to be "easy," and then have it endorsed in their own district, for this the law permitted; that one official would have a grammar "hobby," another an arithmetic "hobby," and so on—but courage and ability to employ a remedy were lacking. These were constituents of Mr. Draper's character; he was of the same stuff as the fathers of the educational system of New York state—like George Clinton, Gideon Hawley, De Witt Clinton, John C. Spencer, Azariah Flagg, Samuel Young, Alonzo Potter, Calvin Hulburt, Francis Dwight, Henry S. Randall, and others.

The weak spot in democracy, the desire of popularity, has had its exemplification in the educational systems of all the states, and the Empire state has not been an exception. Mr. Draper did not act from the time he was elected as if he was aiming at a re-election; he seemed perfectly fearless; to the question, What can be done to improve the schools of the state, he gave immediate atten-

tion as tho that was what he had been elected for and not the drawing of a salary. He set before himself the task of persuading the 113 school commissioners to employ such questions for the examination of teachers as he would deem appropriate, and he accomplished it in spite of prophecies to the contrary. It must be borne in mind that the people in democracies are very jealous of attempts to centralize power. Commissioners would naturally inquire, "How can we reward those who vote for us if we do not frame the questions to be asked of teachers?" But they were not wholly selfish; they saw it would be better for the schools; they yielded up their privilege, and thus originated the celebrated "Uniform Question System."

In 1888 the uniform system was adopted; in 1894 the answers were sent to the department for examination, another most important step; since 1900 only one set of questions is given out; so that in a year or two none will hold a second or third grade certificate; the questions given to the training classes will be the same. The first grade certificate is valid for ten years, and may be renewed for ten more years if the holders have taught for five of these ten years.

Outside of the cities there are over 4,000 normal school graduates. Probably fifty per cent. of the entire teaching force have had some professional training. It is now plainly the aim to employ only teachers who are either normal graduates or college graduates. For the time the training classes will mediate, but the real need is of county training schools, as has often been pointed out in these pages. Such schools might do two of the four years' work required at the normal schools, and be under the supervision of those schools, be preparatory to them.

Board of Regents Organization.

The Board of Regents of the University of the State of New York has been reorganized. It now comprises eleven members, each to serve eleven years. The board not only exercises the powers of the corporation, but under the reorganization will exercise advisory powers on state educational policies as related to the elementary and secondary schools, as well as the higher institutions.

The commissioner of education serves during the pleasure of the Board of Regents. He is the executive officer of the board and has general and administrative supervision of all educational interest in the state, including elementary, secondary, and higher education.

The commissioner has three assistants, appointed by himself with the approval of the board. The first assistant is in charge of universities, colleges, professional, technical schools, execution of the laws concerning the professions, and the relations and chartering of institutions; the second has charge of high schools and academies, the training of these teachers, including the oversight of the state normal college; the third has charge of elementary schools, the training of their teachers, as well as normal schools, training classes, and teachers' institutes.

Dr. E. C. Hewett, well known and beloved by educators thruout the country, died of heart failure at his home in Bloomington, Ill., on the afternoon of Friday, March 21.

Dr. Hewitt was principal of the Illinois normal school for many years, coming to this position from the Bridgewater normal school. Of late years he has been connected with the *School and Home*, in an editorial capacity.

THE SCHOOL JOURNAL hopes later to give an extended biographical sketch of this good friend of education.

Letters.

Mutilated Masterpieces.

One of the greatest evils in connection with reading for children is the book made up of scraps and snippets, the volume of extracts, which some good and well-meaning people think must have an educational value because they are extracts from the best literature. To encourage children to read such books is pedagogically unsound, as the best educational authorities have been telling us for years, and yet, from certain recent indications, it would seem to be necessary to restate this point with redoubled emphasis.

"A piece of literature," said Prof. Richard Burton in the *North American Review*, "is an organism and should therefore be put before the scholar, no matter how young, with its head on its shoulders and standing on both feet."

Mary E. Laing, of the Oswego normal school, says: "Begin as soon as possible to put whole texts of best things in literature into the reading class. Books made up of fragments have helped to develop a taste for scrappy reading, just as they have signally failed to awaken genuine interest in good literature."

State Superintendent Skinner, of New York, in his report for 1902, says: "Teachers are following the commendable practice of presenting literary wholes instead of scraps. There is a beauty and power and perfection in a whole which is not shown by a part."

The late Horace Scudder, whose life was mainly devoted to providing the right reading for children urges that we place before boys and girls "not scraps from this and that author, but a wisely selected series of works by men whom their country honors and who have made their country worth living in. The continuous reading of a classic is in itself a liberal education. Even were our reading books composed of choice selections from the highest literature, they would still miss the very great advantage which follows upon the steady growth of acquaintance with a sustained piece of literary art." And Professor Baker, of Columbia university, commenting upon this, remarks: "With Mr. Scudder's views as to the value of complete classics over the unrelated fragment skilful teachers have no difference."

Harry Powell, formerly superintendent at Washington, D. C., says: "The school reading should consist not only of classics, but of complete classics. If the account of Robinson Crusoe's shipwreck is interesting, the whole narration of his life on his desert island is much more interesting. If it is well for a class to read about the marriage of Miles Standish, it is better for them to read the whole poem. Complete classics should be used because they awaken and maintain a keener interest and give a deeper insight into the author's thought, enabling the reader to follow the argument and furnishing a mental drill that can be gotten from no mere extract. The persons of the story are seen in greater fullness; the character delineation is more graphic and connected, and consequently the moral ideas appear in greater strength and richness."

Not only is this extract reading bad from the pedagogical point of view: it is bad artistically, for, as Mr. Richard Whiteing has well said: "You may make an extract from a cheese with the most satisfactory results, but a piece of literature,—a great poem, a great story, or a great treatise,—being an organic whole, a mere bit of it fails to give any adequate representation of its quality. One piece reads exactly like the other. You pass

from disquisition to dialog, from dialog to verse and from an elegy to a philippic, and all seem more or less the same thing. The reason is simple enough. An amputated finger joint of the Venus of Milo is no specimen of the Venus. Lear is nothing less than all Lear; no conceivable cutting of a hundred lines can help us at all. These morsels lack not only organic connection with their original, but its atmosphere. They may mean anything or nothing, and, as they stand, they are but words, words, words."

These quotations are sufficient to show that much even of the ordinary readers are held by many to be wrong from the educational point of view because of their scrappiness. We cannot begin too soon to cultivate in the child the habit of sustained reading, which leads to consecutive thinking. The whole trend of the potent influences on young people's reading has been, and is still too much towards superficiality. All newspapers and most magazines would appear to be edited on the fundamental assumption that readers have no memories. Reading requiring application and mental effort is either skipped or voted dull by those who have passed the school stage, and every teacher knows that the habit of careful, analytical reading has to be specially trained in most high school pupils.

It is one of the functions of education to inculcate this right habit of reading. The "tid-bits" habit is agreed, as we have seen, by the most experienced educators to be the wrong one. This habit of extract and snippet reading begets a loose habit of mind and weakens the power of sustained concentration. Many and many a grown-up person has had cause to regret the hours of useless reading which he has frittered away with this kind of material in the end weakening, if not entirely destroying, his power of getting at the content of more valuable work, with which, when perhaps it is too late, he desires to make himself familiar.

In education, as in other things, it is always wise to begin as we mean to go on. It is curious that makers of school readers have realized the importance of the consecutive, complete story in the primer work, for just as soon as possible we give to the little child a continuous story; but all too soon comes the tendency in most of the reading books, as we have said, to stray under the shadow of the condemned proposition of extracts and "pieces."

Next to the vicious, weak, and trivial in children's reading, in order of hurtfulness, comes this fatal habit of scrappiness, which should be discouraged by parents and teachers alike. Better for a child one complete book than twenty volumes of extracts. Better for a child that he should know one good book well than that he should read and straightway forget, as he is likely to do in nine cases out of ten, a hundred extracts, even tho they be selected from the world's best literature with the approval of the best literary critics of the day.

Wiser than some of those good men and good women who would assume to provide guides for parents to the right reading for children by recommending books and extracts in expensive, unhandy, and unwieldy sets, made simply to sell and with no real educational idea, intent, or purpose underlying them, our educational publishing houses have provided plenty of the best material in the shape of complete books suitable for every age, and at a price which brings them within the reach of all, however limited their means.

While teachers can use in their schools, and parents can place in their homes such books as Heath's Home and School Classics, Houghton-Mifflin's Riverside Series, and Ginn's Classics for Children, all

of them made under the direction of the highest educational authorities, and stamped with the universal approval of teachers, there is no place for the Libraries of Good Reading which are, in reality, only accumulated fragments from the world's best books sadly mutilated. They are in no sense auxiliaries of education, but they are breeders of a bad habit. All who have the best interests of the child at heart will keep them away from him as sedulously as they would the gutter literature and the dime novel.

A PARENT.

The Milwaukee Convention.

I read with much interest the letter from Superintendent Chancellor, of Paterson, in your issue of March 18. A few things in his account require comment.

He says the management allowed three book companies to get all the rooms "in the largest hotel" in Milwaukee and so forced the Department to make headquarters at a smaller and inferior hotel. This is precisely what did *not* happen. The hotel at which the management located headquarters is the largest in the city,—has nearly three times as many rooms, and accommodations for about three times as many people as the hotel to which Superintendent Chancellor presumably refers. Neither is it considered by the traveling public to be, nor has it been referred to heretofore, as an inferior hotel.

No book company was able to reserve more rooms than were actually used by its representatives present. It has often happened in the past that some book companies were able to engage a surplus stock of rooms which they could relinquish at the time of the meeting to their friends. They were not able to do this at Milwaukee and some representatives of some companies complained a good deal about it. Maybe Superintendent Chancellor heard some of them recite their grievances. At any rate some one misinformed him.

No one regrets more than the management that not all the people who desired to do so could be present at the banquet to Dr. Harris. Two days were spent in the attempt to arrange so that four hundred or five hundred plates might be laid at this banquet, but it proved impossible.

"By invitation" was out of the question; who could assume to make the invitation list for an occasion like this? Dr. Harris belongs to all of us, and all wanted to be present. It was necessary to give everyone a chance.

There has been for some months a rumor that a few gentlemen would be willing to have Dr. Harris "retire;" that the members of this little circle thought they knew some one whom his present official seat would fit.

The rumor has found little credence until now, when Superintendent Chancellor's unfortunate remark revives it. The gentleman may be assured that the banquet was prompted by no such thought, and was conceived and carried out in no such spirit. It may be true that Dr. Harris is engaged, among other things, upon an autobiography or upon some other monumental work; very likely he is. But the number of those who hope, or would be willing, to see this made an occasion for his withdrawal from public life, or from the active discharge of his duties in the position he now honors, could altogether put their feet under a small table in a small room.

President Angell, at seventy-five, still directs the affairs of a great university; Von Moltke, at eighty-seven, was chief of staff of the armies of Germany; Gladstone, at ninety, was better than any younger man in the British empire; Virchow, at eighty, and Mommsen, at eighty-five, were still

in the midst of their labors; Dr. Eliot, a year older than Dr. Harris, guides the destinies of Harvard university with the same vigor and skill he has shown for more than a third of a century. Before the Department of Superintendence meets next year, Dr. Harris will have passed his seventieth birthday; but it seems strange that one who was not "seeking after a sign" could see such an indication in the banquet, or read such a meaning into an occasion when the superintendents of the nation took the opportunity to pay to Dr. Harris a tribute of respect and good-will, and to congratulate him upon his safe approach to his seventieth milestone.

Milwaukee, Wis.

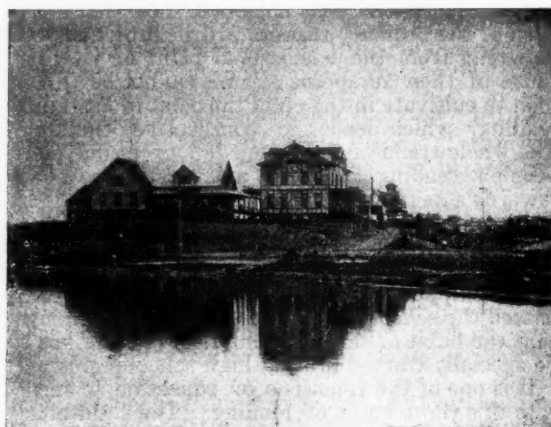
CARROLL G. PEARSE.

Supt. Wm. J. Shearer, of Elizabeth, as well as of Union County, N. J., has in the last two years written a number of exceedingly helpful books. In all of his books, Dr. Shearer has shown a lofty purpose. It is evident that his highest ambition is to do what he can for the boys and the girls of America. Among the more recent books of this indefatigable worker are the following: "The Management and Training of Children," "Talks to Young Women on Some Problems of Life," "Gems of Wisdom from Bible Literature and Proverbs," "Wisdom of the World in Proverbs of all Nations and Times." All these books bear the imprint of Richardson, Smith & Co., 136 Fifth ave., N. Y. City. A more extended notice is reserved for a later number.

Notes of New Books.

Steps in English, Book II, by A. C. McLean, A. M., Thos. C. Blaisdell, A. M., and John Morrow, M. S., is intended to provide a practical teaching manual of English for the three years preceding the high school. The matter is divided into two parts—on grammar and on composition. While each part is complete in itself, constant inter-reference welds the two into a unit. In many instances the same subjects are treated in both parts—in one rather from the side of theory, in the other more directly from the side of practice. This dual arrangement makes each part more logical, more practical, and more pedagogical. The lessons are largely inductive. From usage as seen in sentences and in selections the pupil is led to develop the principles of correct speaking and effective writing. Rules and definitions are made clear before they are stated. As valuable knowledge comes only from doing, many examples and illustrative exercises are provided. The practical value of grammar is emphasized in composition. The use and importance of its principles are constantly kept before the pupil by the application of them in oral and written work. The plan of the book is to present grammar and composition in such a way as to make fluent, correct, and effective speakers and writers. (American Book Company.)

Macbeth, edited by Thomas Marc Parrott, Ph. D., professor of English in Princeton university, is one of the volumes of the Gateway Series. It has a biography of Shakespeare, the story of the origin of the play, besides notes for the study of this most famous masterpiece in school. Another book in the same series is the *Idylls of the King* by Alfred Tennyson, edited by Henry Van Dyke. Dr. Van Dyke's introduction is a most delightful series of helps for the study of this classic and its author. The Gateway series includes a large number of volumes of standard literature; they are substantially bound in cloth. (American Book Company.)



Marthas Vineyard Summer Institute Buildings from across Lake Anthony.

A French Reader, by Fred. D. Aldrich, A. B., and Irving L. Foster, A. M.—This is a volume of the International Modern Language series, and is adapted either to accompany or to follow elementary grammatical work in secondary schools and colleges. The selections are interesting from the students' point of view. The text is carefully graded, and abruptness in the transition from simplest narrative to the ordinary short story is avoided by the introduction of an unusual amount of easy matter taken from French folklore. The vocabulary supplies practically all the help the student will need, but notes are given for passages when the pupil is likely to go astray or be satisfied with a poor translation. Every verb found in the early selections is given in the vocabulary, and the notes cooperate in bringing these first pages within reach of one who has no grammatical knowledge—without, however, inconveniencing the more advanced student. The appendix has a list of regular verbs, idioms, etc. (Ginn & Company, Boston. Mailing price, 55 cents.)

Salt rheum, or eczema, with its itching and burning, is cured by Hood's Sarsaparilla. So are all other blood diseases.



A Group of Institute Students at Marthas Vineyard. (Only a part of the school.)

Conscience Questions.

An interesting series of questions is being asked the members of the philosophy class at Vassar college. The questions bear upon the various conditions or emergencies involving the college code of honor. The list has been sent to several other colleges. They include among others the following: "Would you keep the money if the conductor failed to collect your fare?" "Would you tell the teacher beforehand, or would you run the risk of not being called on if your lessons were not prepared?" "Would you avoid social intercourse with a student whom you knew had cheated in the examination?" "Would you exaggerate in order to make a conversation more interesting?" "Would you use a pony in preparing a lesson?" "If you accidentally saw on your neighbor's examination paper one point which would solve a whole problem would you take it?" "Is it more honorable to cheat openly or secretly?"

The answers to these questions are expected to have a direct bearing on college ethics and the study of philosophy.

The New York City Course.

Associate City Supt. Andrew W. Edson, as chairman of the committee on course of study, libraries, text-books, and supplies of the board of superintendents, replied last week in an interview to the second criticism by the Hon. Leslie J. Tompkins of the course of study in the elementary schools. Mr. Edson said in part:—

Owing to the many unfounded assertions and misstatements floating about in reference to the time-table schedule, so-called fads, non-essentials and essentials in the course of study, especially the criticisms made recently by Assemblyman Tompkins, I take the liberty of making a brief statement bearing upon the subjects taught in the elementary grades, and the time allowed for study and recitation.

Mr. Tompkins, as is to be expected of persons not familiar with the public schools of New York, has based his present criticism of the course of study on a time allotment to subjects that has not been in force in the public schools since October 11, 1904, when it was superseded by a new time schedule.

This revised time schedule gave to the unassigned time some of the time allowed to drawing, sewing, and constructive work. A note attached to the schedule suggested that the unassigned time should be given in most cases to English and mathematics.

In order to get percentages satisfactory to himself, Mr. Tompkins was obliged to denominate "non-essential" all the time given to opening exercises, where patriotism and moral training are emphasized, physical training, physiology and hygiene, organized games, nature study and science, drawing, sewing, constructive and bench work, cooking, singing, electives (French, German, Latin, and stenography), study and unassigned time. I appeal to any intelligent person if that is a fair position. Any course of study stripped of all of these activities would be the laughing stock of the country.

The new time schedule covers all school time from 9 A. M. till 3 P. M. In compiling any comparative percentages between the time allowed to the so-called "essentials" and to the so-called "non-essentials," it is evident to any fair-minded person that the time allowed for opening exercises (75 minutes) and recesses (50 minutes in the first three years, as per by-law) should be deducted from the 1500 minutes, making the number of minutes per week allowed for school work, study, and recitation, 1375 minutes in the first four years, and 1425 minutes in the last four years. Inasmuch as the state law requires that physiology and hygiene and drawing be taught in all public schools, these studies, for any appreciable time, should have at least 15 minutes per week in the former subject and 60 minutes per week in the latter subject, and must be treated as "essentials," so-called. Again, the unassigned time, as per the circular addressed to the principals under date of October 11, 1904, is given to English and mathematics.

Every educator in this country, whose opinion is worth consideration, would resent the idea that the subjects above named are "non-essentials" or "fads," as some people are pleased to denominate every subject outside of the three R's. The fact of it is that physical and manual training form an important part of every well-balanced and properly arranged course of study in print.

Allowing for the sake of argument that a portion of the drawing and constructive work, and all of physical training,

organized games, bench work, sewing, cooking, music, and electives (French, German, Latin, and stenography) are "non-essentials," "fads, fancies, and follies," the time schedule for these subjects would be as follows:

	1st Year	300 minutes	per week	or 21.8 per cent.
2d	"	265	"	" 19.2
3d	"	265	"	" 19.2
4th	"	315	"	" 22.9
5th	"	255	"	" 17.9
6th	"	255	"	" 17.9
7th	"	235	"	" 16.5
8th	"	435	"	" 30.5

The time allotted to the so-called "essentials" will then stand as follows:

Year	Minutes per Week	Per Cent.	Mr. Tompkins' Figures
1st	1075	78.2	and not 45 per cent.
2d	1110	80.8	" " 52
3d	1110	80.8	" " 48
4th	1060	77.1	" " 49
5th	1170	82.1	" " 54
6th	1170	82.1	" " 59
7th	1190	83.5	" " 50
8th	990	69.5	" " 40

All that any school official can ask is that the facts be fairly and accurately stated.

Lunches for School Children.

A very interesting letter on the subject of feeding school children in New York has come to our notice. The writer is J. H. Thiry, a veteran school official of Long Island City. In considering the question, he asks his readers to remember that the list of children to be fed has been considerably enlarged since the passage of the compulsory education law, which obliges all children from six to fifteen to attend school. The majority of those who are entitled to such benefit are the newsboys, bootblacks, and children of intemperate and improvident parents, who, under the old law, were allowed to get their education in the street.

To provide food for such pupils is a worthy charity, says Mr. Thiry, but where and by whom is the work to be done and the expenses paid? Certainly we cannot turn our luxurious school buildings, the pride of our city, into military canteens, if we would preserve their dignity and prestige as nurseries of citizenship. Nor can we afford to use them as a social reformatory to feed and clothe the offspring of the merely poor. Such a charity would hardly have a place in our well-organized school system. The conditions of a heterogeneous population like that of New York would, under such circumstances, render it impracticable.

Mr. Thiry is further of the opinion that, if there are 70,000 pupils out of a register of 350,000 who reach the school in the morning with empty stomachs, such cases should be referred to the board of charities. If this is done, instead of turning over the school buildings to the board the city ought to put in the budget an annual amount to help the good cause.

In regard to actually feeding the children Mr. Thiry thinks that the meals should be served outside of the class-rooms, and even, if possible, outside of the school building. That would avoid drawing the line between children of different social standing. The dignity and personality of the child ought to be respected. A code of rules and regulations ought to be formulated, embodying the time and place at which meals will be distributed; also the qualifications required for the privilege of these free meals, which, by the way, may be given for a nominal price to the children of parents who can afford it.

These suggestions, says Mr. Thiry, with the nature and price of meals, should be left to the discretion of the authorities delegated by the board of charities in conjunction with some representative of the school board.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued four monthlies THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

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The Educational Outlook.

The senate of Wisconsin on March 17 passed an anti-cigarette bill. The bill had been passed previously by the assembly. The bill is most rigorous in its provisions, making it unlawful to sell or give away cigarettes or cigarette materials, or to import them into Wisconsin.

The Northwestern Iowa Teachers' Association will hold its twelfth annual session at Sioux City, Iowa, April 20, 21, 22, 1905.

From the attractive program this meeting promises to be rich in good things. Every phase of the school work is covered. Among the lecturers will be Lorado Taft, of Chicago, and Pres. A. B. Storms, of Iowa State college.

Supt. W. M. Stevens, Sioux City, is president of the association.

The Chicago board of education has recently granted certificates for the department of child study to Frank G. Brunner, of New York, and George B. Masslich, of Chicago.

Mr. Brunner has been elected to the vacancy caused by the transfer of Mr. Krauskopf to a principalship. Ellen Newlee was appointed teacher of the deaf in the Beidler, Harry M. Mess to the Lake View high school, C. E. Mark, as principal of the Worthy school, and an elementary certificate was awarded Deborah H. Pretlow.

Dr. Lyman Beecher Sperry of Oberlin, Ohio, gave a series of lectures at Fisk university, Nashville, Tenn., last week. The subject of the opening lecture was "Some Practical Problems of Life" and in it the lecturer very clearly set forth seven of the leading hindrances to longevity, usefulness, and race development—viz., warfare, narcotism, lust, mal-digestion, lack of exercise, poor breathing, and unnecessary worry.

King Victor Emmanuel of Italy has conferred upon Prof. Charles Eliot Norton of Harvard university, the decoration of a Grand Officer of the Order of the Crown. This honor is accorded to Professor Norton on account of the distinguished services he has rendered to Italian literature in America by his noble translation of Dante.

William W. Thayer of Concord, N. H., a student at Harvard university, has been chosen as the Rhodes scholar from New Hampshire for 1905.

Dr. Austin Scott, president of Rutgers college, has been granted a year's absence. Dr. Scott had resigned on account of ill health, but the trustees refused to accept the resignation.

For the first time in its history of more than half a century, the Chaffauqua institute, of Westchester county, N. Y., is to have a woman at its head. Mrs. John Cox, Jr., will be the new principal, coming to this position in June. Mrs. Cox has been interested in the work of this Quaker institute for years.

The Kennebec *Journal* calls attention to a very rare combination of letters. Miss Nella L. Allen is a school teacher, of Saco. Whether spelled forward or backward the name spells just the same.

The navy department has announced that during the early summer Rear Admiral James H. Sands, now in command of the court squadron, will succeed Captain W. H. Brownson as superintendent of the Naval academy at Annapolis. Captain Brownson will go to sea in command of the North Atlantic fleet.

Industrial School for Girls.

Mrs. Florence K. Payne of Knoxville, Tenn., proposes to start an industrial school for girls at Monteagle, near Nashville. This school will be under the au-

spices of the International Board of the Young Women's Christian association. In a letter published a few days since in the *New York Times*, Mrs. Payne describes one of the existing schools in that region:

"The school was in an old log hut. The plastering had long since fallen from between the logs. It had a puncheon floor, slabs of rough-hewn oak laid in place with the bark side down. There was a long bench along the wall on three sides—made with legs like a milk stool—no backs, no desks. When the children came in they raised the slabs and took their books out from under the floor.

"The children were bright and with better equipment and a good teacher would advance rapidly. The teacher in the school was slovenly, ignorant, lackadaisical—but what kind of a teacher could you get for \$15 a month and her board, teaching from 8 a. m. to 4 p. m., walking six miles a day? They only have three months of school each year."

Surely the purpose of Mrs. Payne is a commendable one and we hope her effort will receive the encouragement it deserves.

School Girls as Cooks.

Several Jersey City, N. J., officials, including the mayor and members of the board of education, were given a complimentary five-course dinner April 4, in the basement of public school No 9. The dinner was under the auspices of the evening cooking school. The girls of the class did all the cooking.

Supt. Henry Sneyder said that the entire dinner cost \$4.80, or 20 cents a plate. The girls acted as waitresses, the menu being:

Cream of pea soup, bread sticks, casserole of rice and meat, potato croquettes, creamed carrots, rolls and coffee, salad, cream tapioca.

Examinations at Olympia.

Eighth grade examinations will be held in Olympia, Washington, the third Thursday in May, 1905. For this examination selections must be made from the following list, adopted by the state board of education.

"Agriculture for Beginners," Burkett, (Ginn & Co.) 75 cents.

"Louisiana Purchase," Hitchcock, (Ginn & Co.) 60 cents.

"The True Citizen," Warwick & Smith, (American Book Company) 60 cents.

"Geographical Reader—Our Colonies," Carpenter, (American Book Company) 60 cents.

"The Tale of Two Cities," Dickens. Moore edition, (D. C. Heath & Co.) 50 cents.

This examination will continue for two days.

Text-Book Collection.

The department of pedagogy of Northwestern university is establishing a text-book collection to be placed in the university library. The object of this collection is to acquaint future teachers in secondary schools with new books.

The university sends out from 60 to 100 teachers into secondary schools every year.

Summer School Notes.

¹ Chautauqua institution, Chautauqua, New York, has secured a strong corps of preachers for the thirty-second assembly in 1905. These include President Lincoln Hulley, of Stetson university, for the sermon and devotional hours of July 9—14; Dr. Mark Guy Pearse, the celebrated London preacher for July 16—21; Dr. Amory H. Bradford, of Montclair, New Jersey, July 23—28; Dr.

S. Parkes Cadman of the Brick church, Brooklyn, for National Army Day address of July 29th and the sermon of July 30th; Dr. J. Wilbur Chapman, of New York City for August 6—11; Bishop John H. Vincent, Chancellor of Chautauqua, August 13—18; and Rev. Frank Bristol for the last Saturday and Sunday of the assembly.

A bulletin of Yale university has been issued giving information in regard to the summer school during the next season. Of special interest to teachers is the course offered by Dr. W. T. Harris, federal commissioner of education on "School Organization and Educational History." The list of topics to be treated by Dr. Harris include: The Course of Study, Methods of Instruction, the Class System, Organization and Management of the School, Grading and Classification, Intervals of Advancement Between Classes, Educational Reformers, Educational Progress of Elementary Schools, of Secondary Schools, and of Colleges, Universities, and Professional Schools in the United States.

Assistant Professor C. H. Judd will lecture on Educational Psychology, Prof. E. H. Sneath on Educational Theory, Mr. C. D. Hine on School Economy, Mr. F. H. Beede on School Administration, and Mr. C. F. Carroll on Theory and Practice of Teachers.

The principal object of the Dartmouth summer school, July 10 to Aug. 12, Hanover, N. H., is to meet the wants of teachers. Courses are offered in the theory of education and in the subject-matter and methods of presentation of the fundamental subjects—languages, sciences, and mathematics. Courses will be made continuous in the principal departments, so that teachers may complete a college course in special subjects with a certificate from the department to that effect.

College courses given in the summer school count toward a degree when taken by college students, affording an opportunity to obtain credit for courses in advance or to make up deficiencies.

The announcement of the Harvard University Summer School of Arts and Sciences, July 5 to Aug. 15, contains a brief description of each course of study offered, showing the aim and scope of the courses, the preparation desirable for entering it, information about class exercises, fees, and the address of the instructor.

No formal examination is required for admission. If a student is in doubt about his preparation for the course he wishes to enter, he may write for advice to the instructor, or confer with him at the opening of the school. In general it is the aim of the school to have the student devote himself for the six weeks to one course of study. A large proportion of the summer courses count for the degree of A. B. or of S. B., by students of Harvard college, Lawrence Scientific school, or Radcliffe college. J. L. Love, clerk of the school, will be glad to furnish any additional information.

Mrs. Mary Althrop Bushnell, widow of the Rev. Dr. Horace Bushnell, died April 4 at Hartford, Conn. Mrs. Bushnell was 100 years of age, being born in Boston on Jan. 1, 1805.

Health, a weekly journal published in London, England, in speaking of anti-kamnia tablets, says: "There is no remedy so useful and attended with such satisfactory results in the treatment of melancholia, headaches and emotional distress. We would suggest a few tablets for the family medicine chest, in readiness when needed."

In and Around New York City.

The New York Educational Council will meet in Law Room No. 1, New York university, Washington square, Saturday, April 15, at 10.30 A. M. Supt. S. W. Shear, of Kingston, N. Y., will discuss "The Training of the Will."

In all probability the bill making a teacher liable for a misdemeanor for inflicting corporal punishment, will not be reported by the codes committee.

The Brooklyn Teachers' association has chartered the "Cypheus," of the Iron Steamboat company, for its annual excursion. The excursion will be held on the first Saturday in June, running to Oscawana island, up the Hudson.

The board of superintendents has recommended that the by-laws be amended so as to provide that teachers of ungraded classes shall be rated and paid according to Schedule IV., only so long as they are in charge of such classes.

It is reported that the by-law committee will report to the board of education in favor of amending the by-laws so as to provide that the board shall meet twice a month, on the second and fourth Wednesday, and the executive committee on the first and third Wednesday.

Those who apply for admission to the training schools are required to pass examinations in subjects aggregating at least 1,200 credits in value, distributed as follows: 300 in English, 300 in mathematics, and 100 in a science. The remaining 500 credits may be obtained from an elective list. The total number of credits required for admission is 840.

A large exhibit of manual art work from the fourteenth and eighteenth districts was opened April 4 at public school 87, Seventy-seventh street and Amsterdam avenue. The exhibition will remain one week and the public is invited between the hours of 3 and 4 p. m.

The work consists of a large number of pieces of class work in object drawing and design, together with exercises in construction in cardboard and wood.

United States Senator Depew spoke to the boys at the commencement exercises of the New York Trade school, April 5. He told the boys that "Men have not realized until now that the education of the hand is as important as the education of the head." In closing he said, "there is no such thing as luck, the secret of all success is work."

The president of the school, R. Fulton Cutting, also spoke.

Miss Lillian D. Wald, head worker of the Henry street settlement, has written a letter to President Tift of the board of education regarding the shorter school day. After discussing the subject with a large number of neighbors, fathers, and mothers, elder brothers and sisters of of the children now in school, Miss Wald says she has not found one who favors the proposed reduction in the length of the school day.

The Henry street settlement it will be remembered, is situated in probably the most congested district in Greater New York.

The faculty of Columbia college has adopted a new program of studies, which will take effect July 1, 1905.

The conditions of admission will not be altered except by the addition of drawing, music, and shopwork.

Beginning in February, 1906, students will be regularly admitted to the freshman class at the beginning of the second half-year in February, as well as September. Those interested may secure the new program in detail by applying to the secretary of Columbia university, New York city.

The Cercle Francais of City college held its third annual soiree at Berkely Lyceum April 7. The program consisted of two French comedies, "Le Billet de Loterie," by de Neuville, and "Embrassons-Nous, Folleville," by E. Labricher. A debate followed, delivered also in French.

Former Lieutenant-Governor Timothy L. Woodruff, president of the Smith Premier Company, is to be married to Miss Isabel Morrison, at 4 o'clock, April 24 at the bride's home, "The Dorilton," 171 West 75th street, New York.

Miss Morrison is a daughter of Mrs. J. Estevan Morrison.

Prof. Robert Simpson Woodward, president of the Carnegie institution, was the guest of honor at a dinner at Delmonico's April 4, given by Professor Woodward's former colleagues in the Columbia faculty.

Parents Oppose Shorter Day.

The discussion on the shorter school day in New York still continues. On April 7 an educational mass meeting was held in Schwaben hall, Ridgewood. It was under the auspices of the Ridgewood board of trade, and Supt. W. H. Maxwell was the principal speaker.

"There are to-day in the public schools of New York," said Dr. Maxwell, "87,000 children in the first year classes. Of these there are 32,000 children who are receiving three and three-quarter hours of schooling a day, and 55,000 who are receiving five hours' schooling. The part-time pupils are largely confined to the congested east side, and that portion of Brooklyn known as Brownsville. In the other portions of Greater New York nearly every child is going to school for the full day.

"The proposition which now confronts us is that the 55,000 children enjoying a full day shall have an hour and a half taken from them, while a quarter of an hour shall be taken from the part-time pupils. We have done everything in our power to give the children of New York all the schooling possible. Will you permit them to be robbed of their just dues in any such fashion?"

This appeal was received with vigorous cries of "No!"

Hans Andersen Celebration.

April 3, Hans Andersen day was celebrated in the New York city public schools from kindergarten to high school.

In the primary schools readings, recitations, and little plays in costume, all taken from the author's works, formed the exercises.

Grammar and high school exercises consisted of selections from Andersen's tales, reading of compositions on his life, and addresses by the principal, district superintendent, or some member of the local board.

Brooklyn Teachers Ahead.

At a recent examination the Brooklyn teachers secured on an average a rating of 2 per cent. higher than that obtained by the students at Columbia university on the same examination. It is claimed that the Brooklyn Teachers' association is doing more educational work for the teachers than any other association of its kind in the United States. The members are very anxious for the establishment of a Brooklyn university with a free college for the teachers.

Prizes in Portraiture.

The National Sculpture society, thru the generosity of its honorary president, Mr. J. Q. A. Ward, and one of its lay members, Mr. I. W. Drummond, is offering two prizes, one of \$500 and one of \$200, for a competition in portraiture.

The first prize is to be awarded for the best portrait in the round, the second for the best portrait in relief. It is hoped that this competition will stimulate the art of portraiture. Works entered are to be judged early in November, 1905, by a jury selected by the society at large. A prospectus governing the competition can be obtained from the secretary of the society at 215 West 57th street.

Evening Teachers' Association.

The Elementary Evening School Teachers' association of New York city recently held a spirited meeting at which graded salaries and tenure of office for evening school was the topic under discussion. It was declared that the teachers should have permanency of tenure for at least five years, if not for life; and, also, that there should be recognition of length of faithful service and meritorious work in eligibility for promotion to principalship.

Pres. H. M. Stock, of public school No. 25, made extended remarks in defense of the appeal.

The third annual banquet and musicale of the association will be held on Saturday April 29, at 7 p. m., at the St. Denis hotel. The association has a membership of nearly one thousand.

Teachers Appointed March 31.

Appointments made permanent—Manhattan, Elizabeth H. Ellis, 45G; Bronx, Martha Muller, 1; Brooklyn, Charlotte B. Miller, 91, and Anna E. English, 145.

Appointed—Manhattan—Pauline P. David, 4; Etta Cohen, 7G; Mary J. Smyth, 34B; Beatrice M. Fox, 36B; Martha Glock, 71; Rose P. Stone, and Bertha Gunterman, 75; Lena Levy and Blanche B. Rosenthal, 83P; Josephine Josephs, 93G; Magdalene C. Schwarz, 105; Rose Finn, 109; Dorothy Silverman, 121; Rose Margolies, 136; Emma E. Schmitt, 171; Kathryn Blakeney, 180; Gertrude E. Rheinaver, Hanna V. Weinberg, Jennie J. Tonkonogy, and Anna Thorsen, 188B. Brooklyn, Lena M. Faulkner, 64. Queens, Evelyn Bloom, 81.

Manhattan—Faith Hubbard and Otilie I. Alforth 2, Estelle Hershfield 75, Alice E. Savage and Amy C. Isaacs 110; Violet Lindo 160 P., Grace C. Halpin and Elsa Iachenbruch 188 B., and Pearl M. Levy 188 G. Bronx—Helen Heydt, 23. Brooklyn—Harriet A. Small 2, Georgie B. Russell 5, Talitha B. Koester 110, Caroline Kirkland 116, and Annie T. Brinkerhoff 144.

Burton Holmes Travelog.

An enthusiastic audience greeted Burton Holmes at Carnegie hall, on Sunday evening, April 9.

Mr. Holmes' subject was Russia. One of his methods of arousing and holding interest is by vivid contrasts. Now we see the pomp and majesty of royal power. Battalion after battalion of horse and regiments of infantry sweep by in grand

(Continued on page 422.)

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The Treason House	William Watt

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The Annual Meeting of the Stockholders of E. L. Kellogg & Co. will be held at the office of the corporation, No. 61 East Ninth Street, in the city of New York, on Tuesday the second day of May, 1905, at eleven o'clock in the forenoon, for the purpose of electing directors and inspectors of election for the ensuing year, and for the transaction of such other business as may properly come before the meeting.

J. I. CHARLOUIS, Secretary.
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(Continued from page 419.)

review. It seems as tho nothing could withstand this mighty force and we wonder how "Little Japan" ever pitted itself with such success against this formidable array, even driving them in confusion and utter defeat from many a bloody battlefield during the last few months.

Then we are looking down the broad avenues of imperial St. Petersburg, or Peter's city, for it was the indomitable will of that cruel master that built it.

What wealth of buildings in sacred Moscow, what magnificence of priestly array and glittering gems, what a gorgeous pageant as the religious procession swept down its icon-studded streets.

Then as tho awakening from a dream of splendor we plunged into the awful reality of the inner life of Russia, among the dark hovels of the ignorant serfs and we read the history of Russian imperial cruelty and the shame of civilization. Out of all the blood and woe and tears of centuries—no gleam of hope has come to over 100,000,000 of her mental children; the only real "brothers to the ox," in all the world.

Yes, a gleam has come, a champion of the people has spoken in no uncertain tones, and now he looks down upon us from the screen, a simple man, in simple garb—with a kindly face and long flowing beard, the only free man in Russia—the mild, yet thundering Tolstoi.

We saw him in his simple home, surrounded by a few of his family. In the motion picture we caught the benign look as he stooped to shake the outstretched hand of a little child, we saw the gesture of the hand, the twitching of long slender fingers, and the strong sturdy step of vigorous old age.

"Which side do you sympathize with in the present war?" Tolstoi was asked one day.

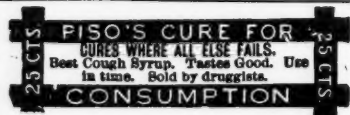
"Neither side," he replied, "I sympathize with the poor of both sides who must pay for it in blood and sweat."

Tolstoi, more to Russia than mighty armies and churches groaning with treasure, Tolstoi the mouthpiece and friend of the downtrodden, ignorant, and oppressed, may he live many years, until his hot defiance against a system of ambition, brutality, and royal greed shall sweep aside the mist that clouds centuries of pain and mental hunger.

Next Sunday night April 16, Mr. Holmes will speak on Japan, at Carnegie hall. Monday and Tuesday, following, in the Lyceum theater, at 2, same subject.

A History of Ireland by John Finerty. —Mr. Finerty, editor of the Chicago Citizen, and one of the foremost champions of the Irish cause in America, has supplied a distinctly pro-Irish history, and his book is at the same time the most authentic story of Ireland ever published. It is written in his splendid oratorical style, and is filled with poetic sentiment, which makes it the most readable, enjoyable, and thoroly instructive history of the Emerald isle in all literature. —(Dodd, Mead & Company, New York. Price, \$2.50.)

A compilation of great importance for any serious student of English history, is Lee's *Source Book of English History*, by Dr. Guy Carleton Lee of Johns Hopkins university. This book by an editor who himself is favorably known as an historian, contains the most significant data up to and including the treaty between the British and the Boers. Messrs. Henry Holt & Company have just had to print the book for the third time.



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Among the Magazines.

In *McClure's Magazine* for April Burton Hendricks tells how the old Eden farm in New York city has increased in value from thousands to as many millions since it was originally purchased by the Astors. Pictures are given of some of the marvelous structures that have arisen on the Astor estate. Perceval Gibbon gives his opinion as to "What Ails Russia."

"The Menace of Niagara," by Dr. John M. Clarke; "Sunspots and the Weather," by Prof. Ernest W. Brown; "The Problem of Immigration," by Dr. Allan McLaughlin, and "Age and Eminence," by Edwin G. Dexter, are some of the live scientific questions treated in *The Popular Science Monthly* for April.

The main feature of *The International Studio* for April, as it is every month, is the great number of illustrations reproducing in black and colors famous paintings and other works of art. Among the principal articles are "Art in the Solomon Islands" and "The Etchings of Alfred East."

Such American women as Mrs. Wharton, Mrs. Craigie, Mrs. Wilkins Freeman, Mrs. Elia W. Peattie, Miss Louise Imogen Guiney—women whose work has scholarly distinction as well as grace—were educated at home or in unambitious girls' seminaries; and such Englishwomen as Mrs. Meynell, Sarah Grand, John Strange Winter, the impressive Mrs. Humphrey Ward, and the spectacular Miss Corelli, seem to have been educated chiefly at home, in the immemorial English fashion of their grandmothers. Even the younger generation, girls and matrons whose fame—or popularity, as the case may be—is newly clamorous; such women as Miss Mary Johnson, Miss Bertha Runkle, Mrs. Margaret Potter Black, Miss Carolyn Wells, Miss Ellen Glasgow, Miss Lilien-cranz—have grown up and ventured into the literary life without permission from any college. Julia Ward Howe was born before Vassar, but with all her love of truth and scholarship she sent none of her daughters—literary aspirants though they were—to the women's colleges which were springing up everywhere. Mrs. Wiggins, Mrs. Stuart, and Mrs. Dodge, Mrs. Atherton, and Mrs. Margaret Deland, Mrs. Burnett, and Miss Elizabeth Jordan—these and others have acquired their training in various inadequate and unsanctified ways.—Harriet Monroe, on "Literary Women and the Higher Education," in the *April Critic*.

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